THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE ON STUDENTS' WRITING ABILITY AT THE FIRST GRADE OF SMA NEGERI 1 PRINGSEWU

A SCRIPT

By

DIAS FATMASARI

DEPARTMENT OF LANGUAGE AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2019

ABSTRACT

**THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE ON STUDENTS'
WRITING ABILITY AT THE FIRST GRADE OF SMAN 1 PRINGSEWU**

DIAS FATMASARI

The aims of this research were to investigate whether there was a significant influence of *Think-Talk-Write* technique on students' ability in recount text writing and to find out whether each aspect of students' writing improved significantly after the implementation of this technique.The sample which was taken randomly wasclass X MIA 4 of SMAN 1 Pringsewuwhich consisted of 30 students.

Writing testsin the forms of pretest and posttest were used as the research instrument to collect data. In this case, the students were asked to make an essay writing based on the guided instruction. The data in form of writing scores obtained from thepretest and posttest were then analyzed by using *Paired Sample T-Test* of SPSS 20.0 for Windows in which the significance value was determined by sig < 0.05.

The results showed that the average score of pretest was 62.88 and that of posttest was 72.42.The result of analysis by using *t-test* formula showed that the significance value was lower than 0.05 (0.00< 0.05) which indicated that the students' ability in recount text writing significantly improved. Additionally, each aspect of writing improved significantly after the implementation of *Think-Talk-Write* technique. Furthermore, the result of *ANOVA* showed that mechanics was the most significant among the other aspects of writing. It was concluded that the implementation of*Think-Talk-Write* technique gave significant influence on the students' ability in recount text writing.

Keywords: *Think-Talk-Write*, writing ability, recount text, influence.

**THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE ON STUDENTS'
WRITING ABILITY AT THE FIRST GRADE OF SMA NEGERI 1
PRINGSEWU**

By

DIAS FATMASARI

A Script

**Submitted in Partial Fulfillment of
the Requirement for S-1 Degree**

in

**Department of Language and Arts Education
Faculty of Teacher Training and Education**

**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2019**

Research Title : **THE INFLUENCE OF THINK-TALK-WRITE TECHNIQUE ON STUDENTS' WRITING ABILITY AT THE FIRST GRADE OF SMAN 1 PRINGSEWU**

Student's Name : *Dias Fatmasari*

Student's Number : 1513042049

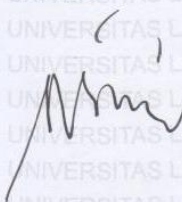Department : Language and Arts Education

Study Program : Teacher Training and Education

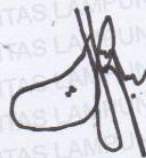## APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Dr. Ari Nurweni, M.A.   **Gede Eka Putrawan, S.S., M.Hum.**
NIP 19630302 198703 2 001   NIP 19850924 201404 1 001

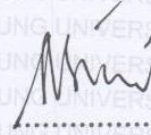The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko R., M.Pd.
NIP 19640106 198803 1 001
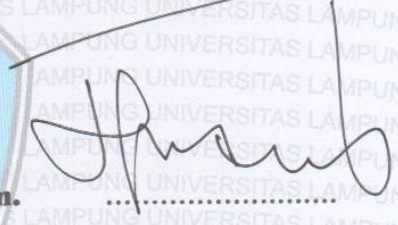
ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Ari Nurweni, M.A.** ....

Examiner : **Drs. Sudirman, M.Pd.** ....

Secretary : **Gede Eka Putrawan, S.S., M.Hum.** ....

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on: **June 27th, 2019**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama	:	Dias Fatmasari
NPM	:	1513042049
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa dan Seni
Fakultas	:	Keguruan dan Ilmu Pendidikan
Judul Skripsi	:	The Influence of Think-Talk-Write Technique on Students' Writing Ability at the First Grade of SMAN 1 Pringsewu

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 27 Juni 2019
Penulis,

Dias Fatmasari

CURRICULUM VITAE

The author, Dias Fatmasari, was born on June 18th, 1997 in Pringsewu. She is the second child of three children from a happy Muslim family, Jawaldi H.S. and Kasmini. She started her study at Muhammadiyah Elementary School Pringsewu in 2003 and graduated in 2009. Thereafter, she was enrolled as a student of State Junior High School 1 Pringsewu and graduated in 2012.

In the same year, she registered at State Senior High School 1 Pringsewu, and took Social Studies as her major and graduated in 2015. Then, she entered University of Lampung and took English Education Study Program as her major in Faculty of Teacher Training and Education in 2015.

In July - September 2018, she did her Teaching Practice Program (PPL) at SMK Ma'arif 1 Semaka, Tanggamus.

DEDICATION

By offering my greatest praise and gratitude to Allah SWT
for His never-ending bless and guidance to me,
this work is proudly dedicated to:

My beloved parents, Kasmini and Jawaldi H.S.

My beloved brother and sister, Imam Bahari and Lailia Kusuma Ningrum.

My beloved fraternity English Department '15. Thanks for the best moments
I've experienced

MOTTO

"Seek assistance in patience and prayers. Allah is with those who are patient."

-Qs. Al-Baqarah : 153-

ACKNOWLEDGMENTS

The writer also would like to address her thankfulness to her beloved comrades of English Education Study Program 2015 for their support, motivaton, help and input especially to Naafi, Annisa Prima, Widiya, Liska, Naafisah, Hikmah, Desti, Mega, Vivi, Eti, Nuri and Ayu. Her appreciation is also dedicated to her lovely sisters: Nivia Anda Ningrum, Lutfiana Ulfa Hasnawati, Fifki Nugraeni Mabruroh, Rosy Radika, Putri Maghfirotutsani, Surya Estetika Putri and Riawati. Then, her appreciation is also dedicated to her second family during Students Community Service in Kacapura, Semaka.

Hopefully, this work will give a positive contribution to the educational development or those who want to carry out further research.

<div align="right">

Bandar Lampung, June 2019
The Writer

Dias Fatmasari

</div>

CONTENT

IV. RESULT AND DISCUSSION

V. CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF APPENDICES

I. INTRODUCTION

In order to introduce the research, this chapter presents several points such as background, research questions, objectives, uses, scope, and definition of terms. The contents of the chapter are presented as follows.

1.1. Background of Study

According to 2013 curriculum, one of the aims of teaching English in senior high school is to make the students able to write a text. The basic competence of writing for the first grade students of senior high school is composing a monologue text by using a variety of language accurately, fluently and acceptably in daily life context in the form of recount text (Depdiknas, 2013). In this case, recount text is very important to be well-accomplished by the students since it has been stated in the curriculum that composing recount text is one of the learning goals that should be achieved by the students.

Writing is considered as one of productive skills students need to master. Writing can be defined as a process of constructing a text by using appropriate language. However, writing is not just putting spoken language down on a page or screen. It is also about composition – construction of texts that can communicate without

their author's presence (Dombey, 2013). Writing is utilized as a medium to transfer messages through indirect communication.

Furthermore, writing skill is very crucial in the world of work that will be faced by the students (Togarotop, 2015). As it is known that while somebody is going to apply for a job, they are required to make a CV or resume. Their CV or resume will reflect their capability of writing. It means that good capability of writing will contribute to the quality of their CV or resume. Besides, in future, they might need to write some documents, memoranda, technical reports, business letters, and electronic messages to support their occupation. This indicates that writing will be needed by the students so that writing is one of the important skills students need to learn.

Relevance to the goal of teaching writing, Broghton, Brumfit, Flavell, Hill and Pincas (2003) state that if the goal of the English teacher is to enable students to produce a fluent, accurate and appropriate written English text, there are a number of aspects which need to consider: (1) the mechanical problems with the English text; (2) problems of accuracy of English grammar and lexis; (3) problems related to the style of writing that demands a particular situation; and (4) problems of developing ease and comfort in expressing what needs to be said. This means the ability of expressing ideas should be supported by the other aspects such as grammatical and mechanical rules in order to produce good writing.

In fact, most of students' capability in writing is regarded miserable. Their writing ability is unsatisfactory in the sense that they cannot write English even a simple sentences. For example, they wrote *"I gived her some apples yesterday"* and *"I didn't went anywhere"*. However, *İ gived her some apples"* should be *"I gave her some apples"* and *"I didn't went anywhere"* should be *"I did not go anywhere"*. It is also supported by a research conducted by Amanah (2015) in SMAN 1 Pringsewu in academic year 2014/2015. It was found that students still made errors on their recount text writing. Based on the Surface Strategy Taxonomy, there were 200 error items made by students including 111 (55.50%) missed-formation errors, 42 (21.00%) omission errors, 23 (11.50%) miss-ordering errors, and 24 (12.00%) addition errors. In addition, based on Communicative Effect Taxonomy, there were 24 items (13.50%) of global errors and 173 (86.50%) of local errors made by students in writing recount text. The result of the research showed that most of students still committed errors in writing due to their lack of ability in English, especially in grammar.

Moreover, the problem related to the students' ability in writing is also supported by the researcher's own experience during her teaching practice program (PPL) in a vocational school in Semaka. It was found that the students' writing ability was still unsatisfying. The students tended to write *I go to the market yesterday* instead of *I went to the market yesterday*. They also got difficulties in expressing their ideas and choosing appropriate words to make a sentence. Additionally, Rianto (2010) states that students have some difficulties in writing class, such as choosing appropriate words to make a sentence, developing sentences into a

paragraph, and elaborating their ideas well. Pestaria, Sinurat, and Napitupulu (2014) in her research found out that recognizing the vocabularies, grammar, spellings, and punctuations that were related to paragraph became the factors which made students believe that writing was difficult. It indicates that students' low capability in writing happens due to several reasons, they are: (1) problems with vocabulary aspects and diction; (2) lack of ability in expressing, developing and elaborating ideas into sentences; (3) lack of grammar use so that their writing looks poor; and (4) the misuses of punctuation.

However, writing is not an instant ability of a person. It is owned by someone because of a continuous learning (Asni & Susanti, 2018). Students' unwillingness and passiveness in practicing writing becomes one of the factors which makes their writing skill remain low. Harmer (2007a:113) adds that this condition is caused by several factors, such as: they lack of confidence, they feel bored or believe they have 'nothing to say'. Additionally, limited ideas also become one of the factors which makes them unwilling to write.

Besides, students are not interested in writing either. Many students, either think or say that they cannot, or do not want to write (Harmer, 2007a:113). It is supported by Togarotop (2015) who says that many students are reluctant to practice English writing. They do not give active participation in writing class. He adds that this condition might happen because the classroom situation does not motivate them to write. The teacher only asks the students to write without giving them any other activities which can engage them to actively participate in the

class. Consequently, the interaction in writing class is very minimal. As writing consists of complex activities and elements, it is such a need for teachers to create a class situation which is interesting and able to motivate them to write.

Due to several reasons mentioned above, a teacher needs to engage students with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for the students to achieve almost instant success (Harmer, 2007a:113). The application of an interesting, motivating and helpful technique which emphasizes the thinking capability of the students is needed. Anil (2017) stated that the interesting and innovating teaching techniques will make students focus on the learning process. It will help the teacher to attract the students' attention to actively participate in the process of teaching and learning. In this case, the researcher believes that Think-Talk-Write (TTW) technique will be suitable to be applied in teaching and learning process of writing.

In 2017, a research with respect to the implementation of *Think-Talk-Write* technique was investigated by Hikmawati in SMA Muhammadiyah Salatiga. Besides implementing *Think-talk*-write technique, this research also used pictures as teaching media. The research was conducted through classroom action research. The researcher applied a pretest and posttest in order to get the data. She took one class as the sample and implemented two cycles in her research. Each cycle consisted of planning, implementation of the action, observation, and

reflection. The finding showed that *Think-Talk-Write* technique modified with picture could improve students' writing skill in descriptive text.

In relevance to the explanation above, it could be concluded that the students' ability in writing was still unsatisfying. There were several factors which made the students found that writing was difficult. In addition, Amanah (2015) stated that the students' of SMAN 1 Pringsewu had low ability in recount text writing in the sense that there were many errors made by them in their writing. Thus, the researcher believed that the implementation of a teaching technique combined with an appropriate teaching media was needed to help the students to improve their writing ability. Therefore, this study was urgent to conduct. This study mainly deals with the influence of *Think-Talk-Write* technique by using pictures toward students' recount text writing ability of the first grade of SMAN 1 Pringsewu.

1.2. Research Questions

In line with the background above, this research primarily focuses on two main research questions. They are listed as follows:

1). Is there any significant influence on senior high school students' recount text writing ability after the implementation of *Think-Talk-Write* technique by using pictures?

2). Does every aspect of students' recount text writing significantly improve after the implementation of *Think-Talk-Write* technique by using pictures?

1.3. Objectives of the Research

In reference to the research questions above, the objectives of the research are:

1). To find out whether the implementation of *Think-Talk-Write* technique by using picture can give a significant influence toward students' recount text writing at the first grade of senior high school.

2). To find out whether there is a significant improvement on each aspect of the students' recount text writing after the implementation of *Think-Talk-Write* technique by using picture.

1.4. Uses of the Research

The uses of this research are as follows:

1). Theoretically, the results of this research can be used as a reference for those who want to conduct research with the same topic. The findings of the research study are expected to enhance the theory of teaching technique which has revealed the importance of having and experimenting different technique concerning teaching writing.

2). Practically, the result of this study is intended as valuable informative feedback to both English teachers and students at senior high schools. For teachers, the present study is intended to be used as a reference in planning a teaching technique for teaching writing. Teachers are expected to choose an appropriate teaching technique in order to help students to improve their writing skill. Furthermore, the finding or this study is hoped to inspire and motivate students to practice writing. They can improve their achievement of writing comprehension.

1.5. Scope of the Research

This research was quantitative in nature. It was conducted at the first grade of SMA Negeri 1 Pringsewu. In this case, this research used one class which was chosen through random sampling technique specifically lottery technique by using folded paper. This research focused on investigating the influence of *Think-Talk-Write* technique in improving students' ability in expressing ideas, feeling, opinion or thought in written form particularly on recount text writing. Besides, it was aimed to find out whether there was a significant improvement on each aspect of students' recount text writing. There were five aspects of writing measured in this research: content, vocabulary, language use, organization, and mechanics aspects. The researcher used recount text writing tests as the instruments and pictures as teaching media. The students' improvement was analyzed by comparing the results of their pretest and posttest scores.

1.6. Definition of Terms

Some words that are used in this study become key words. In order to have better understanding and to avoid misinterpretation about the terms used in this study, the researcher presents some definitions of terms, they are:

1). Writing

Writing is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hands (Raimes, 1983:76).

2). Recount Text

Recount text is a text used to describe past experiences by retelling the events in chronological order (Anderson & Anderson, 2002).

3). *Think-Talk-Write* Technique

Think-Talk-Write technique is a teaching technique that consists of three steps in its application. The flow of communication progresses from students engaging in thought and reflective dialogue with themselves, talking and sharing ideas with the others, and express the ideas in form of written symbol (Huinker & Laughin, 1996).

4). Picture

Picture is a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface.

5). Ability

Ability is defined as the quality of a person to do or accomplish something.

6). Influence

Influence is the ability to have an important effect on someone or something. In this case, it is analyzed by comparing the students' pretest and posttest results.

This chapter has discussed about background of the study, research problems, objectives of the study, uses, scope and definition of terms.

II. LITERATURE REVIEW

This chapter gives elaboration related to the theories which support the script. They are classified as the following: review of previous studies, concept of writing, concept of teaching writing, concept of *think-talk-write* techniques, advantages and disadvantages of *think-talk-write* technique in teaching writing, concept of recount writing, teaching recount writing through *think-talk-write* technique procedure, theoretical assumption, and hypotheses.

2.1. Review of Previous Studies

Several studies have been conducted in order to prove that *Think-Talk-Write* technique is effective in improving the students' writing ability. However, the results of studies are various.

The first previous research with respect to *Think-Talk-Write* technique was conducted by Suminar and Putri (2015). They used pictures as supporting materials in their teaching and learning process. Quasi-experimental design was used in their study. The study used two classes which consisted of experimental class and control class. Their study successfully proved that *Think-Talk-Write* gave a positive influence toward descriptive text writing ability of the second semester students of Universitas Swadaya Gunung Jati Cirebon.

The second research was conducted by Indah (2018). Through her research, she found out that the use of *Think-Talk-Write* technique could help the first graders of SMA Al-Azhar Bandar Lampung to improve their capability in descriptive text writing. In addition, the result of the research also showed that every aspect of writing significantly improved and the aspect which improved the most was content. Besides implementing *Think-Talk-Write* technique, she also used some pictures as teaching media. The research method was classroom action research which used one class consisted of 34 students. A writing test was used as the research instrument to get the data.

The third research was administered in a senior high school. This research was conducted by Wiyaka and Ansori (2013). The genre of text which was taught was descriptive text. The design used was quasi-experimental design. There were two classes, experimental class and control class, as the subjects of the research. The result of their study showed that the ability of the students' who were taught by using *Think-Talk-Write* technique improved significantly. In addition, they found out that the element which improved significantly after the students had treatments was organization.

The fourth research was conducted by Sari, Saun and Rosa (2014) in SMAN 10 Padang in order to find out the influence of *Think-Talk-Write* technique towards the students' analytical exposition writing ability. Two classes which consisted of experimental class and control class were used. The result showed that the students' writing scores in experimental class which was taught by using *Think-*

Talk-Write technique improved more significant than the students of control class which was taught by using conventional teaching method.

The fifth research related to the implementation of *Think-Talk-Write* technique on the students' descriptive text writing ability was conducted by Setiawan, Sujana and Apgrianto (2017). They conducted a study by using an experimental design in which it employed two groups pretest and posttest design; experimental group and control group, each of whom consisted of 28 students. The sampling technique of this study was population sampling (all population involved as sample). The data was collected through a pretest and a posttest. The experimental group was treated by using TTW technique, while the control group was treated by using Presentation-Practice-Production (PPP) technique. The finding shows that t-test value was higher than t-table (2.777 > 2.009) at significance level 0.05 with a degree of freedom (df) of 54. It means that TTW technique gave a significant effect on students' writing descriptive text writing ability.

Regarding to the previous studies above, *Think-Talk-Write* technique can help the students to improve their writing in some genres, those are descriptive text, narrative text, and analytical exposition text. In this case, less attention has been paid to the recount text and the improvement of every aspect of writing. However, according to the 2013 Curriculum, writing a recount text is one of the abilities that should be accomplished by senior high school students. Hence, the researcher initiates to find further whether *Think-Talk-Write* technique could improve students' writing ability of recount text in the first grade of SMA N 1 Pringsewu.

In addition, this research is also going to find out the improvement of each aspect of writing after the students were taught by using this technique.

2.2. Concept of Writing

Writing can be defined as an activity of expressing ideas, feeling, or thought in form of written symbol. Writing is regarded as one of the other important skills that English learners need to learn. Nonetheless, it is not merely as an object of study. Weigle (2009) states that writing has also become more important as tenets of communicative language teaching – that is, language teaching as a system of communication rather than as an object of study – have taken hold in both second and foreign language settings.

Writing skill is the ability of putting the ideas, thought, and opinion into written symbol in meaningful form. It is mentally interacted with the message. Writing is the form of embodiment of linguistic competence that is expressed in the form of oral language (Pardiyono, 2006). It is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as in paper or screen. Moreover, Dombey (2013) adds that writing is not just putting spoken language down on the page or screen. It is also about composition – construction of texts that can communicate without their author's presence. This implies that through writing, someone will be able to convey the messages one another in the form of written language. Writing is also utilized as an indirect communication media.

In other words, writing skill is used as a mean to connect people in organized way. Writing is used to express messages, ideas, feeling, and thoughts in written language. In addition, Ur (2009:163) states that the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of writing. Ideas are considered as the core of writing. Based on the previous statement, it can be concluded that writing reinforces the writers to: 1) organize the idea; 2) generate the idea becomes a proper sentence; 3) use punctuation marks and spelling system well. Besides, the writers should have the ability to arrange their writing into cohesive and coherent composition.

In line with the previous paragraph, writing is considered as a complicated skill for the students. Pinter (2009:74) claims that writing is a complex skill progressing from the level of copying, familiar words and phrases to developing an awareness of text structures, genres, the processes of drafting and editing, and writing for an audience. Meanwhile, Spratt, Pulverness and Williams (2005:26) state that writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols. Additionally, the writers' mastery related to the text, context, and genre is considered very important in order to compose a text with better quality, both in the structure and the texture of the text (Pardiyono, 2006). It indicates that the purpose of writing will influence the content which reflects to the quality of the text. The writers understanding about the goal of the text is very important in deciding what kind of genre itself. In short, it can be said that writing involves several complex activities which

consist of: 1) setting goals; 2) generating ideas; 3) organizing information; 4) selecting appropriate language; 5) making a draft; 6) reading and reviewing the draft; and 7) revising and editing.

In reference to the previous paragraph, writing skill requires a process of expressing and producing effective ideas from the writers' mind leading into meaningful composition. Several criterion should be fulfilled in order to create meaningful composition of writing. According to Michigan in Weigle (2009:119), writing consists of ideas and arguments, rhetorical features and language control. It means that writing is not only about the ideas or arguments, but it is also about the language features in expressing the ideas. In addition, based on the TEEP attribute writing scales by Weir (1990, as cited in Weigle, 2009: 117), the aspect of writing consists of relevance and adequacy of content, compositional organisation, cohesion, adequacy of vocabulary for purpose, grammar, punctuation, and spelling. Moreover, Jacob (1981, as cited in Weigle, 2009:116), confirms that there are some aspects need to concern in writing, they are content, organization, vocabulary, language use, and mechanics. In short, it can be said that in writing is not only focused on the ideas and grammatical features. An attention also should be paid to the organization and mechanical rules in order to make writing become more meaningful. From the aspects of writing by several experts above, the researcher assumes that writing aspects by Jacob has represented writing aspects proposed by the other experts. Those aspects are explained as follows:

1). *Content* which relates to the substance of writing and how the idea expressed shown by the information relaying on the subject is discussed in several main points and details to illustrate, define, compare, or contrast factual information supporting the thesis. In other words, the details should be clearly relevant to the topic.

2). *Organization* which shows the form of the content demonstrates whether the ideas flow and build on one another; all the ideas are directed concisely to the central focus of the paper, and the overall relationship of ideas within and between paragraphs is clearly indicated. The organization should be a beginning, middle, and an end to the paper.

3). *Vocabulary* relates to the word choices and idiom in context. It should convey intended information, attitudes, feelings, shades, and differences of meaning which express the logical ideas and sufficiently vary in the arrangement and interrelationship of words.

4). *Language Use* should show that there are effectiveness and complexity in construction, agreement, tense, number, word order/function, articles, pronoun, and preposition.

5). *Mechanics* are demonstrated by how the writers use the graphic conventions of the language such as spelling, punctuation, capitalization, paragraphing, and handwriting.

2.3. Concept of Teaching Writing

Teaching is process of giving lesson and transferring knowledge from teacher to students. According to Brown (2000:7), teaching cannot be defined apart from

learning. Teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning. Uztosun (2006) adds the teaching process begins with setting up an instructional goal which will determine the process, since the process is designed with the aim of fulfilling that goal. Therefore, in teaching and learning process, teachers not only explain the material, but they also should be able to set the goal of teaching-learning process and create the learning situations which help the students to achieve the learning goals.

In addition, Richard and Renandy (2002:6) point out that teaching is viewed as driven by teachers' attempts to integrate theory and practice. The teachers will create their own new understandings of teaching based on their knowledge then teach it to the students. Moreover, the teachers also take responsibility for a large amount of what happens in the classroom, such as the material taught, the use of the resources, the type of activities, classroom management, feedback, etc. Additionally, Mulyasa (2005: 34) in his study suggests that teachers have to make their students know, understands and be able to develop their knowledge that they have not known before.

The goal of teaching writing is to enable the students to write. The students are taught systematically through writing exercise starting from the basic level to the advanced level. Teaching writing is also a process of instruction how to organize our ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text. Thus, in teaching writing, a teacher should pay

attention to the several aspects such as mechanical rules, grammatical rules, and problems of developing ideas so that the goal of teaching could be achieved (Broghton *et al.,* 2003). According to Harmer (2007a:112), writing not only pays attention to the ideas but also text construction, language use, layout, style, and effectiveness. It means that in teaching and learning process, the students are also guided to understand about language use, layout, style, and effectiveness of their writing.

In designing activities for teaching writing, cooperative activity is regarded as one of desirable strategies for teachers. Cooperative activity can be defined as having students working together in group for some parts of lesson. Working in groups not only increases students' active participation, it also encourages social skill development, enhances communication and increases independence (Westwood, 2008:68). Cooperative learning enables students to share ideas and learn from one to another so that they have opportunity to share their knowledge. In terms or teaching writing, cooperative activity allows teachers to give more detail and constructive feedback since they deal with a small number of groups rather than many individuals so that the teaching and learning process will be more effective (Harmer, 2007b:328). Individual students might write things they might not have come up with their own after sharing ideas with their group members. In short, both teachers and students can take benefits of the presence of others in cooperative activities.

As the definition of teaching are explained in the previous paragraph, in brief, it can be said that teaching writing means enabling the students to learn how to express their ideas, feeling, thought, or opinion into written form by paying attention to the language use and mechanical rules. In this case, the teachers not only guide their students to compose a text, but also facilitate the students with the enjoyable activities which support the students to practice writing. In this case, cooperative learning might be one of strategies which could be implemented in the classroom.

It is clear that in teaching writing, the teacher should be able to guide the students how to write or how to express their ideas in written form. In this case, therefore, when the teachers teach how to produce an effective piece of writing, the teachers need to turn on their attention to the several aspects. The teachers should be able to set the goal of teaching and learning process that should be achieved. In addition, designing suitable activities becomes very important in order to make the students to be active in the process of study. Moreover, writing consists of several aspects such as; content, vocabulary, language use, organization and mechanical rules which need to consider. Thus, in teaching writing, the teachers should be able to teach the aspects of writing. By doing so, teaching writing can provide an activity that engages the students to express their ideas in written form well.

2.4. Concept of Think-Talk-Write Technique

It has been known that one of the goals of teaching writing is to enable the students to put their ideas into meaningful written form. Henceforth, the teachers should be able to create sequence of activities which effectively helps the students to improve their writing ability. In this case, the teachers need to apply a teaching technique. A teaching technique is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students (Liu & Shi in Westwood, 2008). It is true because strategic writing methods can help the students to achieve their academic needs especially in resulting a good text or paragraph. In order to achieve it, the teacher needs to apply writing technique which is suitable for the situation and circumstance of the students.

Generally, there are several ways which can be applied in teaching writing. The techniques are used to create an enjoyable and fun environment, so that it can help the students to achieve the goal of writing class. Commonly, almost all of the writing techniques have the similar purpose that is to help the students improve their ability in writing. However, they are different from the various ways of implementation and in terms of benefit. After considering the strength and weakness in each technique, this research decides to apply *Think-Talk-Write* technique in conducting the study.

In reference with the condition, this research intends to analyze in details about what *Think-Talk-Write* technique is. Naturally, *Think-Talk-Write* is a typical technique facilitating the exercise of language both oral and written fluently. It is

a cooperative teaching technique which consists of three different activities: thinking, talking and writing. According to Ngalimun (2014), *Think-Talk-Write* starts with the process of thinking through reading material. Then, the students should be able to analyze, criticize and find the alternative solution. The result of the analyzing will be communicated through presentation or discussion. Then, the students are asked to make the result of the discussion in written form. *Think-Talk-Write* technique can be implemented to develop the writing fluently and exercise the language before the students write them into united composition.

In point of fact, *Think-Talk-Write* technique was introduced by Huinker and Laughin. According to Huinker and Laughin (1996:82), *Think-Talk-Write* strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. It can be said that *Think-Talk-Write* technique uses thought with reflecting the ideas in the students' mind, then share and discuss it with their friends in group to organize the idea to be written text. Besides, the students are also able to have group correction so that grammatical errors and misuses of punctuation in their writing can be checked by their friends.

2.4.1. The Advantages and Disadvantages of Think-Talk-Write Technique

Every teaching technique must have advantages and disadvantages. The following are the advantages and disadvantages of *Think-Talk-Write* technique according to Vasiljevie (2014, as cited in Indah, 2018).

2.4.1.1. The Advantages of Think-Talk-Write Technique

As one of the teaching techniques, *Think-Talk-Write* has several advantages on its implementation. The advantages of *Think-Talk-Write* technique are presented as follows:

1). *Think-Talk-Write* technique helps the students to sharpen the entire visual thinking skills through a picture.

2). *Think-Talk-Write* is students' centred model, while the teacher acts as facilitator.

3). *Think-Talk-Write* technique helps the students to expand their ideas by supporting ideas from their group-mates. The students will be able to produce good writing.

4). *Think-Talk-Write* technique engages the students actively in learning. The students will have an interaction and discussion with their group-mates so that they will be motivated to learn.

5). *Think-Talk-Write* technique allows the students to think and communicate with friends, teachers, and even with themselves, so that the ideas and corrections shared in discussion will be an essential thing to make their writing better.

2.4.1.2. The Disadvantages of Think-Talk-Write Technique

On the other side, *Think-Talk-Write* strategy also has disadvantages. They are:

1). The students will be easy to lose their confidence because they work in group varied with heterogeneous students.

2). It takes more time to share and express the students' ideas especially in 'talk' activity.

2.5. Concept of Recount Text

Recount records a series of events in the order in which they occurred (Widiati, Rohmah, & Furaidah, 2017). Recount writing means, simply, a writing which presents information about the events happened in the previous time. According to Pardiyono (2007), recount text retells the past events. It tells about what happened, who was involved, where the event took place, and when it happened.

The purpose of the recount text is to document a series of events and evaluate their significance in some way (Priyana, 2008). In addition, Nafisah and Kurniawan (2007:65) claims that the purpose of a recount text is to retell the sequence of events or experiences which happened in the past. It indicates that recount text is a text which aims to retell something happened in the past or experiences in chronological order.

2.5.1. Generic Structure of Recount Text

Every single genre of writing definitely has discrete structure or stages in order to get something done through language (Emilia, 2014: 86). This statement, of

course, equally applies to recount writing. According to Anderson and Anderson (2003:50), there are three elements as requirements for a text to be identified as recount text, they are: orientation, record of events and re-orientation. The following are the elaboration of the elements, also functioning as schematic structure or recount writing.

a. Orientation

Orientation provides all the necessary background information to enable the audience to make sense the text. To ensure that the orientation is detailed and thorough, it is necessary to give information about what happened, who or what was involved in the story, where or why the events happened.

b. Events

Events are written in chronological order. It begins with the first event, then, it is followed by the following event. The sum of the events depends on the creativity of the writers.

c. Re-Orientation

The aim of the re-orientation is as the closure. This part is used to give conclusion, personal comment, or the writers' opinion of the events. The following is the example of recount text and its generic structure.

I would like to tell you what happened to Ken one day. Ken parked his car and went to get something to eat. When he came back, he was surprised to see that his bag was gone from the trunk. It was stolen.	Orientation

It was a very terrible day for Ken. He lost everything, his passport, money, and airplane tickets. He felt very sad and decided to do something. Therefore, he went to the America Embassy. Unfortunately, it was closed because it was public	Record of events

> *holiday. Then, he found a policeman that was very attentive to know what happened to Ken.*
>
> *The policeman took him to the police station. He was very nice to help, but he couldn't do much. Ken felt so stupid because he had no money at all. The policeman felt so sorry and loaned him twenty pounds.*
>
> *Ken decided to give his mom and dad a call. Luckily, they were home and they promised to send him some money. As Ken needed the money right away for his hotel and to buy some food, he decided to sell his camera. He took it to the shop and got thirty-five pounds for the camera, and he decided to move into cheaper place and he found a youth hostel for only ten pounds a night.*

Record of events

> *It was both terrible and fun. The next day, the police called and he got everything back, and his parents' money arrived. He was really happy to get them all back and promised to himself to be more careful.*

Re-orientation

(Richard, 1993 as cited in Pardiyono, 2007:72)

2.5.2. Linguistic Features of Recount Text

According to Priyana (2008:69), there are common linguistic features of a recount text, they are:

a. The use of nouns and pronouns to identify people, animals, or things involved.

b. The use of action verbs to refer the events.

c. The use of past tense to indicate that the events happened in the previous time.

d. The use of time connectives to sequence the events.

e. The use of adverbs and adverbial phrases to indicate place and time.

2.6. Concept of Picture

In relation to the implementation of *Think-Talk-Write* technique, a teaching media is needed as a stimulus in the process of *thinking*. The use of teaching media is considered as one of the factors which can attract the students' attention. Teaching and learning activities will be more effective if the teachers can give appropriate teaching media which can help the students to put high interest in teaching and learning process. Picture is one of media which is commonly used in teaching learning activities. According to the research conducted by Jumba (2016), the use of pictures was a motivating factor in learner's performance. The pictures presented to the learners can motivate the students' interest not only in composition writing but also in liking the subject in general. Harmer (2007b:178) adds that pictures can provide stimulation for writing activities. Teachers might ask their students to make a story based on the picture shown. Moreover, Raimes (1983:27) states that pictures bring the outside world into the classroom. It means that by using picture, students are able to see and notice the object directly. Picture can help the students to activate their schemata or background knowledge so that they will be able to develop their ideas.

Based on the explanation above, it can be concluded that picture is one of teaching media which can be used to attract the students' attention in teaching and learning process. Besides, picture also helps the students to brain storm their idea.

2.7. Procedure of Teaching Writing Through Think-Talk-Write Technique

In general, *Think-talk-write* technique consists of three main activities. They are thinking, talking and writing. Thinking and talking are important steps in the process of bringing meaning into students' writing (Huinker & Laughin, 1996:81). At the beginning of the teaching process, the students are asked to read and comprehend the text. Then, the students make small notes related to the ideas they get after the process of reading. This activity belongs to *thinking* activity. Then, they will get opportunities to discuss their ideas in group which. This belongs to *talking* activity. In group discussion, the students are encouraged to explore the words and test their ideas.. It is believed that when students are given numerous opportunities to talk, the meaning is constructed finds its way into students' writing, and the writing further contributes the construction of meaning. The last activity is *writing.* In this activity, the students are required to write their ideas and the result of the discussion in written form.

On the other hand, Yamin and Ansari (2008:84) states that there are some steps in the application of *Think-Talk-Write* technique, they are: 1) the teacher divides the students into several groups which consist of 4-5 students in each; 2) the teacher gives the topic and the picture to the students; 3) the students make notes individually about what they think about the picture; 4) the students discuss the notes in group; 5) the students express the result of discussion in form of written text; and 6) the students will make reflection and conclusion about what they have learned.

In relevance with the teaching procedure according to Yamin and Ansari, this research would try to apply *Think-talk-write* technique which is modified by using pictures. Here is the example of the implementation of *Think-Talk-Write* technique in teaching writing according to Yamin and Ansari.

Pre-writing activity

a. Students are asked about what they did in their last holiday.

b. Students are asked to mention their activities in their last holiday.

c. Teacher writes down the students' answer at the whiteboard.

d. Teacher tells the student about his/her last holiday. A picture is shown to the students. Then, the students are asked to mention the activities shown in the picture.

e. Teacher explains the recount text in general to the students.

Whilst-writing activity:

a. Students are divided into some groups. Each group consists of 4 – 5 students.

b. An example of recount text related to the teacher's last holiday is provided to the students. The students are asked to read and analyze the text. By analyzing the text, the students are expected to comprehend the recount text.

c. Students are asked several questions related to the information shown in the text. In this activity, the students are guided to understand the content of the text. This activity is conducted to check the students comprehension related to the information details or content of the text.

d. Students are asked about the purpose of the text, the generic structure and the language features. This activity enables the students to comprehend the goals of the text, organization, language use, and vocabulary.

e. Students are asked to list some difficult words, adverbs, and connectives or conjunction found in the text. This activity is conducted in order to introduce vocabulary to students.

f. Students discuss their notes about the difficult words, adverbs, connectives or conjunction with their group.

g. Students are asked to make sentences using those words. This activity enables students to understand the concept of past tense.

h. Some students are invited to come forward and write the sentences they have made on the whiteboard.

i. Teacher and the students discuss about the students' sentences.

j. Each group will get a picture and they should analyze what the picture is about. They should make notes related to the activities shown in the picture. (thinking)

k. Students are asked to discuss their notes in group. In this activity, they also discuss about the language used in their notes (talking).

l. Students are asked to write the result of the discussion individually from simple to complex information and try to identify which paragraph belongs to orientation, record of events, and re-orientation.

m. Students compose a recount text based on the topic using proper conjunction and connectives individually.

n. Students are asked to change their works with the other group members and they will have group correction.

o. Students are asked to revise their work.

Post-writing activity:

a. Students reflect on the lesson they learned.

b. Teacher informs about the following material.

c. Teacher greets the students and closes the class happily.

2.8. Theoretical Assumption

There is an assumption in this study that teaching writing to the students will surely face several crucial problems such as difficulties in generating ideas, selecting proper vocabularies, expressing ideas in proper sentences, using correct punctuation and etc. The students usually find that writing is not interesting enough to learn. As a result, it can lead them to an avoidance of learning writing and give poor contribution to overall academic achievement. Commonly, there are varieties of teaching techniques which can be implemented by the teachers in order to reach the goal of teaching-learning process. *Think-Talk-Write* technique should be taken into consideration as an alternative teaching technique in teaching writing recount text. It stands to reason that one of the students' problems in writing is that they have insufficient ideas to be written. Besides, they also lack of self confidence in expressing their ideas.

Through *Think-Talk-Write* technique, the students are encouraged to develop their social interaction with the other members. This technique facilitates the students in writing activity which associates the students' ideas and stimulates their thinking process for generating new ideas and knowledge. However, they still have opportunities to think by themselves so that they are able to explore their own ideas based on their background knowledge. Besides, they can ask their group members if they find several difficulties. In discussion section, the students also have opportunities to transfer knowledge related to the several aspects of writing such as organization, vocabulary, grammar, and mechanical rules of their writing with their group members. In other occasion, this technique gives an opportunity to the students to have group correction.

Shortly, this technique will probably work effectively in the classroom as what the researcher expects. The researcher believes the process of *think, talk* and *write* will help the students to produce piece of writing with clear ideas and write constructive piece of writing. It is hoped that applying *Think-Talk-Write* technique will contribute good results in improving the students' writing achievement and enrich the teachers' teaching writing technique.

2.9. Hypotheses

Hypothesis is defined as the provisional answer toward the research problem or research question. Concerning to the theories and the assumption above, the hypotheses of this study are formulated as follows:

1). H_1 : There is a significant influence on senior high schools students' recount text writing ability after the implementation of *Think-Talk-Write* technique by using pictures.

2). H_1 : There is a significant improvement on each aspect of the students' writing after the implementation of *Think-Talk-Write* technique by using pictures.

This chapter has presented review of previous studies, concept of writing, concept of teaching writing, concept of *Think-Talk-Write* techniques, advantages and disadvantages of *Think-Talk-Write* technique in teaching writing, concept of recount writing, teaching recount writing through *Think-Talk-Write* technique procedure, theoretical assumption, and hypotheses.

III. METHODOLOGY

This chapter discusses methodology used by the researcher in the research. It deals with the research design, data collecting technique, instruments, validity and reliability, data collecting procedure, scoring system, data analysis and hypotheses testing.

3.1. Research Design

The main purposes of this study were to find out whether there was a significant influence on the students' writing ability after the students were taught by using *Think-Talk-Write* technique and whether every aspect of writing improved significantly after the students received the treatments. This study belongs to quantitative research based on pre-experimental research. A pretest was conducted in the beginning of the research in order to know the initial condition of the sample. Then, a posttest was administered after the students were given the treatments. The treatments were conducted in three meetings. In line with pre-experimental research within quantitative approach, hence the research used *the one-group pre-test – post-test design*. The design was used because this research was aimed to see the influence of the implementation of a teaching technique so that the researcher needed the data related to the students' condition before and after they received the treatments. In addition, the researcher took only one class

as the sample without comparing to another class. According to Setiyadi (2013),
the formula is as follows:

$$\boxed{\textbf{T 1 X T2}}$$

T1 refers to the pretest

X refers to the treatment (*Think-Talk-Write* technique)

T2 refers to the posttest

3.2. Population and Sample

The population of this study was the first grade students of SMAN 1 Pringsewu in
academic year of 2018/2019. There were ten classes which consisted of 30 – 34
students of each class. The sample was Class X MIA 4 which consisted of 10
male students and 20 female students in the class. The sample was chosen through
random sampling technique specifically lottery technique by using folded paper.
This technique was used so that every class had the same opportunity to be the
sample of the research.

3.3. Data Collection Technique

The data were gained based on the students' score on the pretest and posttest as
follows:

1). Pretest

A pretest was given in order to find out the students' score before the
treatments were administered. The students were asked to write a recount

text which consisted of at least 100 words. The time allocation for this test was ninety minutes.

2). Posttest

A posttest was given after the treatments. The posttest test aimed to find out the score of the students' recount text writing after the implementation of *Think-Talk-Write* technique. Actually, the purpose of this test was also to investigate the students' recount text writing ability by means of comparing the results of the pretest and the posttest. Some topics which were different from the previous test were provided to the students. Then, the students composed a text which consisted of at least 100 words.

3.4. Instruments

To figure out whether the objectives of the research had been achieved or not, this research used writing tests as the research instruments in the forms of pretest and posttest. The pretest was administered in the first meeting and the posttest was given after the treatments in the last meeting. The students were asked to write a recount text based on the topics given by the researcher. Both in the pretest and the posttest, the students had to write at least 100 words. Here is an illustration of the research instrument.

In this test, you are assigned to compose a paragraph consisting of 100-150 words based on the situation given. To do so, you should follow the following points of direction.
1. Write the title of your composition.
2. Make your composition consist of orientation, record of events, and re-orientation.
3. Develop your composition in logical arrangement, appropriate words,

> and well-formed sentences.
> 4. Be sure that your sentences are varied and grammatically correct with proper spelling.

3.5. Validity and Reliability

In doing a research, validity and reliability should be kept in mind so that the research will be trusted. In this sub-chapter, the validity and reliability are discussed further.

3.5.1. Validity

Validity concerns with how effective an instrument could measure what is intended to be measured (Setiyadi, 2013). This research applies two kinds of validity. They are content validity and construct validity. Content validity concerns with the comprehensiveness and representativeness of the instruments toward the material which was taught. In this type of validity, the material given should be suitable with the curriculum used (Setiyadi, 2013). In this research, the material given was suitable with 2013 Curriculum which was applied in SMAN 1 Pringsewu. This stood to reason that SMAN 1 Pringsewu had implemented 2013 Curriculum for years. Meanwhile, construct validity is needed for the instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2013). If the test instrument has several aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. In addition, this research administered a writing test as the pretest and the posttest and a technique. The result of the students' writing would be investigated based on five aspects of writing: content, organization, language use, vocabulary and

mechanics. Therefore, the test was valid because in maintaining the content validity, the researcher used the basic competence which was stated in the curriculum of senior high school.

3.5.2. Reliability

Reliability concerns with the consistency of the gained score from a test to instrument (Setiyadi, 2013). In order to achieve the reliability of the students' writing, *inter-rater reliability* was used in order to ensure the reliability of the scores and avoid the subjectivity. Inter-rater reliability was used when the score of the text was independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second rater was the English teacher at SMAN 1 Pringsewu. The English teacher was chosen because she had experienced teaching for years. Thus, it was important to make sure that both raters used the similar criteria for scoring the students' writing test. To measure how reliable the scoring is, this study used *Rank-Order Correlation* with the following formula:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

R   = reliability

N   = number of students

d   = the different rank of correlation

1 – 6 = constant number

In this case, the co-efficient of rank correlation was analyzed with the standard of reliability below:

a. A very high reliability   (ranging from 0.80 to 1.00)

b. A high reliability   (ranging from 0.60 to 0.79)

c. An average reliability   (ranging from 0.40 to 0.59)

d. A low reliability   (ranging from 0.20 to 0.39)

e. A very low reliability   (ranging from 0.00 to 0.19)

After calculating the result of the students' recount text writing, the researcher calculated the reliability of the data by using the formula above. (Appendices 8 and 10).

Table 3.1. The Result of Reliability

Reliability	Pretest	Posttest
	0.945050056	0.946384872

Based on the standard of reliability, the result of the writing test both in the pretest and the posttest have very high reliability index (ranging from 0.80000 – 1.0000). It can be concluded that there is no subjectivity in scoring students' writing between the researcher and the English teacher.

3.6. Data Collecting Procedure

The procedures of the research were as follows:

1). Determining the population and sample.

The population of this research was the first grade students of SMAN 1 Pringsewu while the sample of this research was X MIA 4.

2). Deciding the materials for teaching and testing.

Some topics were provided for the pretest and the posttest in this research.

3). Conducting the pretest to the students.

The researcher gave a pretest to the students. Some topics were given to the students as a writing test. Then, the students were asked to write a composition based on the topic given by the researcher. The time allocation was ninety minutes.

4). Scoring the students' pretest results.

The students' works were scored by the English teacher and the researcher.

5). Giving treatments.

The researcher taught recount text and guided the students to compose a recount text by using *Think-Talk-Write* technique.

6). Conducting the posttest.

In order to see the students' writing improvement, the posttest was administered after the implementation of *Think-Talk-Write* technique. The test was in the form of writing test. The students were asked to compose a recount text based on the topics prepared. The posttest was conducted for about ninety minutes.

7). Scoring the students' posttest result.

The students' posttests were scored by the researcher and the English teacher.

8). Analyzing the test result (pretest and posttest)

After being collected, the data were analyzed by using *Paited Sample T-Test* formula in SPSS version 20.0 software program. In this step of the research procedures, there were five aspects of writing as consideration in giving the score. The five aspects consisted of content, organization, vocabulary, language use, and mechanics. In scoring the result, this research used two raters in order to avoid the subjectivity. The first rater was the researcher and the second rater was the English teacher at SMAN 1 Pringsewu.

In short, there were some steps of research procedure in this research starting from determining the population and sample, selecting the material, conducting pre-test, giving treatments, conducting post-test, and analyzing the data.

3.7. Scoring System

In scoring the students' writing, this research used the scoring criterion adapted from Jacob (1981, in Weigle, 2002). This scoring criteria have been adopted by numerous college-level writing programs. In addition, this scoring criteria were regarded more understandable to the researcher.

There were several steps done by the researcher in scoring the students' work. Firstly, the researcher copied the students' worksheet into two pieces. One of the them was given to the English teacher as the second rater to be scored, while the other was scored by the researcher. Secondly, both the researcher and the English

teacher scored the students' worksheet based on the scoring criteria proposed by Jacob (1981, as cited in Weigle, 2002). Then, the students' final scores were found by calculating the mean scores given by the first rater and the second rater. Clearly, the students' score could be seen in Appendix 5 and Appendix 6. The following is the table of the scoring criteria adapted from Jacob (1981, in Weigle, 2002):

Table 3.2. Table of Scoring Criteria

Writing Aspects	Score	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.
	26 – 22	GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail.
	21 – 17	FAIR TO POOR: limited knowledge of subject; little substance; inadequate development of topic.
	16 – 13	VERY POOR: does not show knowledge of subject; non-substantive; not pertinent; OR not enough to evaluate.
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13 – 10	FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9 – 7	VERY POOR: does not communicate; no organization; OR not enough to evaluate.

Vocabulary	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
	17 – 14	GOOD TO AVERAGE: adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13 – 10	FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9 – 7	VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate.
Language Use	25 – 22	EXCELLENT TO VERY GOOD: effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21 – 18	GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17 – 11	FAIR TO POOR major problems is simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function; articles, pronouns, prepositions and/or fragment, run-ons, deletions; meaning confused or obscured.
	10 – 5	VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrated mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	VERY POOR: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; OR not enough to evaluate.
Total Score	100	

After being calculated, the students' writing scores were classified into several categories based on assessment interval which was adapted from Wibowo (2013). The assessment interval was used because it was suitable with the minimum score criteria in SMA N 1 Pringsewu. The categories are listed as follows:

Table 3.3. Assessment Interval on the Students' Writing Ability

Score	Category
$80 < \text{score} \leq 100$	Very Good
$73 \leq \text{score} \leq 80$	Good
$65 \leq \text{score} \leq 72$	Average
$\text{score} < 65$	Low

3.8. Data Analysis

The data in this research are in the form of scores of writing test. In order to get the result of the research, the data were analyzed by using some steps as follows:

1). Scoring the students' worksheet.

2). Putting the scores in a scoring sheet (appendix 5 and 6).

3). Finding the mean of the pretest and the posttest by using this formula:

$$Md = \frac{\sum d}{N}$$

Md refers to mean.

$\sum$d relates to the total score of the students.

N refers to the number of the students.

4). Drawing conclusion by comparing the means of the pretest and the posttest in order to find out whether there was a significant difference on students' recount text writing.

5). Analyzing the improvement made by students on each writing aspect.

6). Analyzing whether there was significant improvement on each aspect of students' recount text writing.

These were the ways how the researcher analyzed the data. Then, the conclusion was drawn to answer the research questions.

It could be stated that the mean score was used to find out whether there was significant differences between the students' result of the pretest and the posttest. In this case, *Paired Sample T-Test* and *ANOVA* formula were used to analyze the data.

Meanwhile, this research was intended to find out whether the data were normally distributed or not. In this case, the researcher used *Shapiro-Wilk* method to find the normality of the data.

The hypotheses of the normality test are:

H_0 : the distribution of the data is normal (sig > 0.05)

H_1 : the distribution of the data is not normal (sig < 0.05)

Table 3.4. Test of Normality

CLASS		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCO RE	PRETEST	.095	30	.200[*]	.982	30	.865
	POSTTEST	.130	30	.200[*]	.961	30	.326

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From Table 3.3., it is found out that the value of normality of the pretest (0.865) and normality of the posttest (0.326) were higher than 0.05. It could be concluded that H_0 was accepted and H_1 was rejected. In other words, the data collected were normally distributed.

3.9. Hypotheses Testing

The hypotheses testing used to prove whether the hypotheses proposed in this research were accepted or not:

1). The hypothesis was analyzed by using *Paired Sample T-Test* of Statistical Package for Social Science (SPSS) Windows version 20.0. The researcher used the level of significance of 0.05 in which the hypothesis was approved if sig < 0.05. It means that the probability of error in the hypothesis is only 5%. The hypothesis testing is stated as follows:

H_1 : there is a significant influence on senior high school students' recount text writing after the implementation of *Think-Talk-Write* technique by using pictures (sig < 0.05).

2). The research presents the improvement in a form of table. It means that the improvement of students' score in each aspect (content, organization, vocabulary, language use, and mechanic) is presented in different columns. The improvement of each aspect of writing could easily be seen by comparing the gain of the mean scores of each aspect. Furthermore, the students' score on each aspect of writing were analyzed by using *Paired Sample T-Test* and *ANOVA* in order to find whether there was a significant improvement on each aspect of students' recount text writing. The researcher used the level of significance of 0.05 in which the hypothesis was approved if sig < 0.05. The hypothesis testing is stated as follows:

H_1 : There is a significant improvement on each aspect of students' recount text writing after the implementation of *Think-Talk-Write* technique by using pictures (sig < 0.05).

This chapter has explained the research design, data collecting technique, instruments, validity and reliability, data collecting procedure, scoring system, data analysis and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions to English teachers who want to use *Think-Talk-Write* technique as an additional step in teaching writing and for those who want to conduct similar research.

5.1. Conclusion

In line with the results of the data analysis and discussion, the writer comes to these following conclusions:

1). There is a significant influence on the students' ability in recount text writing after the implementation of *Think-Talk-Write* technique by using picture in which the significance value is lower than 0.05 (0.00<0.05). The average score of students' pretest is 62.88 while the average score of posttest is 9.53 points higher than the pretest which means that the alternative hypothesis is proved.

2). The aspect of writing that improves the most is mechanics aspect. The percentage of the improvement in terms of mechanics aspect is 28.57% and it is the highest compared to the other aspects. Meanwhile, the aspect which improves the least is content aspect. The percentage of the gain in terms of content aspect is 9.59% which is the lowest compared to the other aspects.

5.2 Suggestion

In reference with the conclusion above, some points of recommendation are put forward as follows:

5.2.1. Suggestion for English Teacher

1). In teaching recount text, the pictures selected as the teaching media should contain several activities so that it could help the students to develop their ideas.

2). In talk activity, it is suggested for the teachers to fully monitor the class during the discussion section by giving the students several clues or questions to be discussed in order to make the topic still in line with the material.

3). In talk activity, the teacher should limit the time so that the students have more time in writing session.

4). The teacher should be able to manage the time well.

5.2.2. Suggestions for Further Research

1). The researcher suggests other researchers to use qualitative data in forms of questionnaires or interview to get more reliable and valid findings.

2). This research was conducted by using *Think-Talk-Write* technique in senior high school. Thus, further researchers can conduct this technique for different levels.

3). The researcher suggests other researchers to use the other teaching media such as video, magazines, short movie, song, etc.

REFERENCES

Amanah, F. P. (2015). Simple past tense errors in recount text made by third grade students of SMAN 1 Pringsewu. (Script, University of Lampung). Unpublished.

Anderson, M., & Anderson, K. (2002). *Text type 3*. South Yara: Macmilan Education Australia PTY LTD.

Anderson, M., & Anderson, K. (2003). *Text types in English 1*. Australia: Macmillan.

Anil, B. (2017). Applying innovative teaching methods in a second language classroom. *International Journal of Research in English Education*. 2(2), 1-9.

Asni, S., & Susanti, S. (2018). An analysis of grammatical errors in writing recount text at the eight grade of SMP Negeri 20 Kota Jambi. *International Journal of Language Teaching and Education*, 2(2), 131-144.

Astuti, E.P., Zainil., & Kusni. (2014). Improving students' writing skill of recount text by using think-talk-write strategy at grade viii-b of MTs SMQ Bango. *Journal English Language Teaching*. 2(1), 38-46.

Aziz, M., & Maallah, E. (2017). The application of think-talk-write strategy to improve the students' writing skill: a classroom action research. *INOVISH Journal*, 2(2), 24-40.

Broghton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A., (2003). *Teaching English as foreign language*. London: Taylor and Francis e-Library.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). New York: Pearson Education.

Dombey, H. (2013). What we know about teaching writing. *Preschool & Primary Education Journal*, 1(1). 22-40.

Emilia, E. (2014). *Introducing functional grammar*. Bandung: Pustaka Jaya.

Harmer, J. (2007a). *How to teach English.* England: Pearson Longman.

Harmer, J. (2007b). *The practice of English language teaching*. England: Pearson Education Limited.

Hikmawati, F. H. (2017). The implementation of think-talk-write strategy to improve students' writing skills in descriptive text. (Script, State Institute for Islamic Studied, Salatiga). Unpublished.

Huinker, D., & Laughin, C. (1996). *Talk your way into writing. Communication in Mathematics k-12 and beyond, 1996 year book.* Virginia: The National Council of Teacher of Mathematics.

Indah, R. (2018). The influence of think-talk-write technique to improve students' descriptive writing at the first grade of SMA Al-Azhar 3 Bandar Lampung. (Script, University of Lampung). Unpublished.

Jumba, P. K. (2016). The role of pictures in teaching English composition writing in upper primary school in Emuhaya Sub-county , Vihiga County, Kenya. (Thesis, School of Education, Kenyatta University). Unpublished.

Mulyasa. (2005). *Menjadi guru profesional*. Bandung: Remaja Rosdakarya.

Nafisah, N., & Kurniawan, E. (2007). *Writing English for general communication*. Bandung: UPI Press.

Ngalimun. (2014). *Strategi dan model pembelajaran* (3rd ed.). Banjarmasin: Aswaja Press Indo.

Nurgiantoro, B. (2001). *Penilaian dalam pengajaran bahasa dan sastra*. Yogyakarta: BPFE.

Pardiyono. (2006). *12 writing clues for better writing competence*. Yogyakarta: Penerbit Andi.

Pardiyono. (2007). *Pasti bisa! Teaching genre-based writing*. Yogyakarta: Penerbit Andi.

Pestaria, F., Sinurat, B., & Napitupulu, S. (2014). Students' difficulties in writing report text at grade IX of SMPN 5 Tanjung Balai. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(1). 28-34.

Pinter, A. (2009). *Teaching young language learners* (10th ed.). New York: Oxford University Press.

Priyana, J., Irjayanti, A. R., & Renitasari, V. (2008). *Scaffolding English for junior high school students grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Raimes, A. 1983. *Technique in teaching writing*. New York: Oxford University Press.

Rianto, S. (2010). *Indirect feedback in writing*. Padang: STKIP PGRI Sumatra Barat.

Richard, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology for current practise.* Cambridge: Cambridge University Press.

Sari, N., Saun, S., & Rosa, R. N. (2014). The effect of using think-talk-write strategy in teaching writing an analytical exposition text toward grade XI students' writing achievement at SMAN 10 Padang. *Journal of English Language Teaching*. 2(2). 209-217.

Setiawan, R., Sujana, I. M., & Apgrianto, K. (2017). The effect of think-talk-write (ttw) technique on students' writing ability. *English Language Teaching and Technology Journal (ELT-Tech Journal)*. 1(1). 31 – 39.

Setiyadi, A. B., (2013). *Metode penelitian untuk pengajaran bahasa asing pendekatan kuantitatif dan kualitatif* (2nd ed.). Yogyakarta: Graha Ilmu.

Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT course*. Cambridge: Cambridge University Press

Suminar, R. P., & Putri, G. (2015). The effectiveness of TTW (think-talk-write) strategy in teaching writing descriptive text. *Journal of English Language and Education*, 2(2). 299-303.

Suyatno. (2009). *Metode pembelajaran inovatif*. Jawa Timur: Masmedia Buana Pustaka

Togarotop, E. (2015). Teaching writing with a web based collaborative learning. [Special Issue]. *Journal of Economics and Financial Issue*. 5(Special Issue). 247-156

Ur, P. (2009). *A course in language teaching* (17th ed.). United Kingdom: Cambridge University Press.

Uztosun, M. S. (2006). [Review of the book *writing English language test (new edition) by Heaton and John Brian*]. *Journal of Theory and Practice in Education*. 2(2). 119-122.

Weigle, S. C. (2009). *Assessing writing* (6th ed.). United Kingdom: Cambridge University Press.

Westwood, P. (2008). *What teachers need to know about*. Australia: Camberwell.

Wibowo, K. A. (2013). Improving students' writing ability in narrative text by using chronological 3D pictures as media. *Journal of English Language Teaching*. 2(1). 1 – 6.

Widiati, U., Rohmah, Z., & Furaidah. (2017). *Bahasa Inggris untuk kelas X*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Wiyaka, W., & Ansori, I. S. (2013). Think-talk-write (TTW) as a strategy to improve students' ability in teaching writing descriptive text: a case of the tenth grade students of MAN Demak. *English Teaching Journal,* 4(1). 80-91.

Yamin, M., & Ansari, B. I. (2008). *Taktik mengembangkan kemampuan siswa*. Jakarta: Putra Grafika.

Zulkarnaini, Z. (2011). Model kooperatif tipe think-talk-write untuk meningkatkan kemampuan menulis karangan deskriptif dan berpikir kritis. (Thesis, Universitas Pendidikan Indonesia). Unpublished.